ESL-1030: ENGLISH AS A SECOND LANGUAGE: BASIC GRAMMAR FOR COMMUNICATION

Cuyahoga Community College

Viewing: ESL-1030: English as a Second Language: Basic Grammar for Communication

Board of Trustees:
May 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1030

Title:
English as a Second Language: Basic Grammar for Communication

Catalog Description:
English for non-native speakers. Understanding and practice of basic grammatical forms and functions of American English. Focus on form, meaning, and use in written and oral communication.

Credit Hour(s):
6

Lecture Hour(s):
5

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
Placement by ESL assessment exam.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Identify, interpret, and apply the following speaking functions using American English.

Objective(s):
1. Make introductions.
2. Extend greetings and partings.
3. Express gratitude.
4. Ask for and understand directions.
5. Inquire about and give location.
6. Ask for and report information.
7. Instruct and give commands.
8. Make apologies.
9. Check and indicate understanding.
10. Indicate ability and inability to perform certain tasks.
12. Express likes and dislikes.
13. Express wants, needs, and desires.
14. Ask for and give advice.
15. Accept and decline offers.

Course Outcome(s):
Identify the form, meaning, and function of the following structures and apply them appropriately in both oral and written exercises.

Objective(s):
1. Identify and use verbs.
2. Identify and use nouns.
3. Identify and use subject and object pronouns.
4. Identify and use adjectives, including possessive adjectives.
5. Identify and use articles.
6. Identify and use adverbs.
7. Identify and use prepositions of time and place.
8. Identify and use Basic collocations.
9. Identify and use basic sentence patterns with BE and non-BE verbs (in affirmative and negative structures)
   i. Subject + BE + adjective
   ii. Subject + BE + preposition
   iii. Subject + BE + adverb
   iv. Subject + verb
   v. Subject + verb + object
10. Identify and use basic question patterns with BE and non-BE verbs (in yes/no and information question structures).
11. Identify and use imperatives.

Course Outcome(s):
Identify and apply these basic elements of English speech in controlled oral exercises, and analyze these elements in listening exercises.

Objective(s):
1. Identify, distinguish, and utilize vowels.
2. Identify, distinguish, and utilize consonants.
3. Identify, distinguish, and utilize syllable stress.
4. Identify, distinguish, and utilize word stress in sentences.
5. Identify, distinguish, and utilize basic rhythm.
6. Identify, distinguish, and utilize basic intonation patterns.

Methods of Evaluation:
1. Assignments from textbooks, online sources, supplemental websites and activities designed by the instructor
2. Written and oral quizzes and examinations on grammar, listening, sentence patterns and structures, pronunciation, and sentence structure.
3. Oral and written dialogues
4. Dictations
5. Online activities and tests

Course Content Outline:
1. Grammatical structures: Identify and apply the forms, meanings, and functions of basic structures in grammar, listening, and speaking in aural, oral, and written exercises to create effective communication
a. Verbs (affirmative and negative)
   i. Be and Have
   ii. Simple Present
   iii. Present Progressive
   iv. Imperatives
   v. Past (regular and limited / high frequency irregular verbs)
   vi. Simple future (with "be going to")
   vii. Modals
      A. Can for
          1. informal request
          2. informal permission
          3. ability
      B. Could for past ability
      C. Should for advice
      D. May for permission
b. Pronouns
   i. Subject
   ii. Object
c. Nouns
   i. Proper versus common nouns
   ii. Possessive nouns (e.g. John's)
   iii. Count versus non-count nouns
   iv. Singular and plural forms of nouns including basic irregular plurals
d. Articles
   i. A versus An
   ii. A / An versus The
   iii. 1st mention versus 2nd mention
e. Adjectives
   i. Descriptive
   ii. Possessive
f. Adverbs
   i. Adverbs of frequency
      1. Always
      2. Almost always
      3. Usually
      4. Often
      5. Sometimes
      6. Almost never
      7. Never
   ii. Basic adverbs
g. Basic sentence patterns with BE (in affirmative and negative statements)
   i. Subject + BE + noun
   ii. Subject + BE + adjective
   iii. Subject + BE + place / prepositional phrase
   iv. Subject + BE + time
   v. There + BE + noun + (place) + (time)
   vi. It + BE + adjective
   vii. It + BE + noun
   viii. It + BE + prepositional phrase
h. Basic sentence patterns with Non-BE verbs (in affirmative and negative statements)
   i. Subject + verb
   ii. Subject + verb + object
   iii. Subject + verb + adverb
iv. Subject + verb + object + (place) + (time)

1. Apply basic structure to formulate effective aural, oral, and written communication in everyday communications / daily conversational contexts
   a. Give and respond to greetings
   b. Make introductions
   c. Express gratitude
   d. Ask for and follow instructions (classroom, test, homework, etc. in written and oral forms)
      i. Cardinal directions (north, south, east, west)
      ii. Directions to and from a location
   e. Ask for and give directions about locations
   f. Ask and respond to questions
   g. State and follow imperatives
   h. Apologize and respond to apologies
      i. Check for and indicate understanding
   j. Indicate ability and inability (present with "can" and past with "could" to perform certain tasks
   k. Ask for and give permission (can and cannot, may and may not)
   l. Express possibilities (could)
   m. Make requests (can)
   n. Express wants (want versus would like)
   o. Express likes and dislikes (like, don't like, love, dislike)
   p. Ask for and give advice (should)
   q. Accept and decline offers

2. Recognize and identify basic elements of American pronunciation, produce them orally, and distinguish them in controlled listening
   a. Vowels
   b. Consonants
      i. th sounds (voiced and unvoiced)
      ii. -s endings (for plural nouns and present verbs) /z/, /s/, /iz/
      iii. -ed endings (for past verbs) /t/, /d/, /id/
   c. Stress (words and sentences)
      i. Recognize, identify, and count syllables in words
      ii. Recognize and identify syllable stress
      iii. Recognize and identify word stress in sentences
   d. Rhythm and intonation
      i. Recognize and identify in statements
      ii. Recognize and identify in Yes/ No questions
      iii. Recognize and identify in Information questions

Resources


Resources Other
7. https://www.storylineonline.net/